**K-5 ELA Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher:** | | **Grade: 1** | | | **Date(s)**: |
| **Unit Title: Wanted a Few Good Friends** | | | **Corresponding Unit Task: Task 3 day 1 and 2** | | |
| **Essential Question(s):**   * How does using capital letters at the beginning of a sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? * Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas? * How can drawing pictures help us better communicate our ideas, thoughts, feelings, and understandings? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| * **Interview questions from task 3 unit 1** * **White board, markers** * **Pencils** * **Student journals** * [**http://www.teacherspayteachers.com/Product/A-Story-on-Making-Friends**](http://www.teacherspayteachers.com/Product/A-Story-on-Making-Friends) **free downloadable power point.** * **Projector or TV to project the power point** | | | | * **Interview** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **I can Statements:.**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing/Speaking and Listening**  **Standards:**  **W.1.5** - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  **W.1.8** - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  **SL1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on other’s talk in conversations by responding to the comments of others through multiple exchanges.   **SL.1.5** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  **I Can Statement(s):** I can interview my teacher and record the responses.  **Instructional Plan:**   * Teacher will inform the students they will be writing a class book about each other. Before they write a class book they are going to practice their interview skills by interviewing the teacher with the same questions they will use with each other. * Teacher will write each interview question on the board. * Students will take turns reading the interview questions to the teacher. Teacher will model how to write the answers to the questions. (complete sentences, capital letters, punctuation, etc.) * Here are the interview questions:   1. What is your name? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. How old are you? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. When is your birthday? \_\_\_\_\_\_\_\_\_\_\_\_  4. What is your favorite color? \_\_\_\_\_\_\_\_  5. What are two character traits that you have that make you a good friend?   1. \_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_  * Once the teacher answers a question the students will answer them in their journals such as: My teacher’s name is Suzy Jones. She is 30 years old. Her birthday is January 1, 1982. Mrs. Jones’s favorite color is blue. Two traits that make her a good friend are she is helpful and kind. * Once the students have finished writing they should draw a detailed picture of the teacher and the other information that was included. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:**  **To be Determined** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.1.2** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  **SL.1.3** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  **SL.1.4** - Describe people, places, things, and events with relevant details, expressing ideas and feeling clearly.  **I Can Statement(s): I can identify the characteristics of a good friend.**  **Instructional Plan:**   * **This activity should be completed before the interview above.** * **Teacher will show the students the following power point on the TV or projector:** [**http://www.teacherspayteachers.com/Product/A-Story-on-Making-Friends**](http://www.teacherspayteachers.com/Product/A-Story-on-Making-Friends) * **While viewing the power point students will identify the key information about friends. You can also add your own slides to the power point about the information you have discussed so far this unit about friends.** | | | | |
| **Closing/Summarizing Strategy** | **-Teacher should review the traits of a good friend. Review the interview questions with the students since they will be interviewing a partner tomorrow.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * **Students can use the interview questions to interview children in another grade level, siblings, parents, etc.** | | * **Teacher can assist the lower level students with a form to fill in, instead of writing the sentences into their journals.** | | | **Same as intervention.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Teacher may want to use the checklist for publishing a class book from Task 3 in Unit 1 as a guide to help the students today so they are better prepared for the next day’s interviews. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*